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Appendix Q. Educational Leaders Laboratory.

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This appendix contains descriptions of several laboratory-type experiences suitable for a training program for educational leaders. Activities include a series of 10-minute microlab experiences, lecturettes followed by skill sessions, T-Group games, and various other experiences to stimulate self-exploration, group intercommunication, observation, and feedback. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

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APPENDIX Q--EDUCATIONAL LEADERS LABORATORY

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OFFICE OF EDUCATION

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EDUCATIONAL LEADERS LABORATORY

Elmer E. Van Egmond

A description of several laboratory-type experiences have been presented by Van Egmond in his summary of a training program for Educational Leaders.

Micro-Lab Experiences

One micro-lab engages participants in sets of activities for about 10 minutes each; for example:

1. Experiencing the self - Participants arranged in stranger groups, were asked first to think about how to introduce themselves in a new way, and then to introduce themselves to other members of the group.

2. Expression of here and now feelings - Members were asked to describe how they felt when they introduced themselves in a novel way.

3. Openness - Participants were asked to tell the group something which they thought was important for others to know; secondly, to tell something they usually didn't reveal about themselves.

Exploration of Self

A lecturette is presented concerning filters that occur in individual's perceptions of others, focusing particularly on filters between intentions and behavior and between the sender and the receiver of messages, followed by skill sessions such as the following:

1. Feedback - Following comment on the purpose of feedback, members are asked to describe how other members of the group affected them in the three previous activity periods.

2. Group behavior - Members are asked to discuss how they felt the group worked in terms of group variables such as participation, climate of the group, etc.

SKILL SESSION

In a skill practice session that focuses on the self, participants are asked to write a response to the question, "Who am I?", then times, then to rank order the importance of the ten items. They are then directed to meet in T-Groups and to discuss or use the information in any way they desire.

In a skill session that focuses on self inquiry, using dyads, designated in T-Groups session, members are asked to sit behind their dyad partner and to tell him as much as possible about himself. The ground rule imposed is that the listening partner is not to respond to the information, but just listen. The next step is to change partners. Following this, each dyad is to find another pair, each member of the dyad to role play their dyad partner, then discuss the entire sequence in the group of four.

In a skill session emphasizing non-verbal communication and non-verbal behavior, with musical background, the group is encouraged to walk about the room using alternately big steps and small steps, standing still with eyes closed, feeling the weight of different body parts and gradually settling to the floor. They are then asked to explore their body by feeling different extremities such as the face, hands and feet, to lie on the floor and try to let their bodies sink into the floor, feel their breathing, listen to their heartbeat and think about the flow of blood through different body parts. Participants were asked to build a cacoon around themselves, to describe this cacoon to others, and to break out of it. Members are asked to stand up, feel their life space, and with eyes closed, move about the room. They are then asked to mill around, choose a partner, and instructed to look into the partners eyes beyond the point of discomfort. This may be followed by a hand dance, mirroring pushing the partner, one person, with eyes closed, is led about the room by his partner. (A different partner is chosen for each of the four activities.) The grand finale is a snake dance. Between each sequence of activity opportunity is provided for members to describe what the experience meant to them and how they felt.

A lecturette is presented focusing on aspects of laboratory learning utilizing the concept of the Johari Window, prior to T-Group.

Observation and Feedback

A lecturette is presented on elements of observation and feedback. The lecturette points to such items as: who is talking, for how long; who do people look at in the group; what style of

communication is used, (authoritative, questioning); what is the tone of voice; what non-verbal methods are used; who talks after whom. T-Group games such as the psycho-analytic game, question asking game and testing game are also noted.

SKILL SESSION

The design for the skill exercise is to use dyad partners in split T-Group, half of the T-Group working while half from a different T-Group observes. "A" Group participates for fifteen minutes, a ten minute period of observation to feedback to individual partner they had been observing, then another 15 minute period of interaction in which participants try to appropriately change or modify their behavior. The task induction is for the groups to discuss and explore how they feel under the circumstances of the design.

The group which has been observing, now becomes participants, and participants become observers. A new instruction is given, the task is to discuss "What is happening in the group?" They are asked to particularly be aware of the following items: Inclusion-exclusion, control, affection, acceptance, data flow, trust, goal setting.

After a period of observation and feedback, members are instructed to spend the balance of the afternoon in T-Group dyads discussing the morning and afternoon observation and feedback experience. The major goal is to develop participants' awareness and skill in observing group behavior and giving helpful feedback.

Giving and Receiving Feedback

Following a lecturette on the meaning and method of feedback, participants are divided into trios. The procedure is to designate one session as a giver of feedback, a second member acts as consultant to the giver of feedback and observer of the interaction, a third member is designated to receive the feedback. The giver of feedback spends a minute or two planning what feedback he will give, how he will give it, and uses the second member of the trio as a consultant in this planning. During this time the person who is designated to receive feedback considers how he will accept the information that the giver presents to him. When the feedback is given, the process is attended to by the observer, who then shares his observations of the interaction. The sequence is repeated until each member of the trio occupies each role position.